Parent STAR Tutoring Program

Comprehension Rational

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Research Says:

- o Comprehension is a complex cognitive process in which vocabulary plays an important part.
- o Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix up" problems in their understanding as the problems arise.
- o Research shows that teacher questioning strongly supports and advances students' learning from reading.
- o Teaching comprehension strategies to the students can develop text comprehension.

Comprehension Reading Lesson #1

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the first comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Tell me what happened at the beginning of the story. "If the child does not remember, return to the book/passage and look at the picture or text at the beginning of the story. (If you are reading the comprehension reading passages, you will not have pictures to support the text.) The child, after looking at the picture or text, should be able to recall what happened at the beginning of the story.
- 2. Then say: "Tell me what happened in the middle of the story." If the child does not remember, return to the book/passage and look at the pictures or text in the middle of the story. The child, after looking at the pictures or text should be able to recall what happened in the middle of the story.
- 3. Then say: "Tell me what happened in the end of the story." If the child does not remember, return to the book/passage and look at the pictures or text at the end of the story. The child, after looking at the pictures or text, should be able to recall what happened at the end of the story.
- 4. Then say: "Tell me your favorite part of the story." Allow the child time to respond. Try to keep the response brief.
- 5. Then say: "Tell me why it was your favorite part of the story."

Allow the child time to respond.

Nonfiction:

- 1. Say to the child: "Tell me three things you learned from reading the book/passage." The child should be able to tell you some of the ideas from the book/passage. Return to the book/passage with the child to find other important facts that the child did not recall from the reading.
- 2. Then say: "What did you already know about the topic before you read the book/passage?" The child should be able to share what he/she already knew.
- 3. Then say: "Tell me what you liked about the book/passage you read."
- 4. Then say: "Tell me why you liked that part of the book/passage".

Comprehension Reading Lesson #2

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Tell me the characters in the story. The characters are the people or things the story is about." The child will tell you who the characters are in the story. If the child **cannot** tell you the characters in the story, return to the book/passage and reread to find out about the characters.
- 2. Then say: "Where does the story take place?" The setting is the place where the story takes place." If the child **cannot** tell you the setting of the story, return to the book/passage with the child and find the place in the story where the setting is disclosed.
- 3. Then say: "Is there a word that you did not understand as you read the story?" If there was a word he/she **did not** understand during his/her reading, ask the child to locate the word. Reread it in the context of the sentence. If the child cannot provide the word meaning, define the word for the child. If the word is difficult to explain, refer to a dictionary for the definition. Developing a larger vocabulary increases comprehension.

Nonfiction:

1. Have the child trace his/her hand on a piece of paper.

- 2. Write the words Who, When, Where, Why, and How at the end of the fingers and thumb.
- 3. Say: "We are going to think about five questions good readers ask."
- 4. Point to the finger with the word above it that relates to the next question. Then say: "Who is the book/passage or story about?"

If the answers the child gives to any of the questions in this activity are incorrect, reread the part of the text with the child where the correct answer is found.

- 5. Say: "When does the story or event happen?"
- 6. Say: "Where does the story or event take place?"
- 7. Say: "Why did you like the story?" "Why did you dislike the story?"
- 8. Say: "How does the story end?"

Comprehension Reading Lesson #3

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to he child: "Is there a problem in the story?" Usually every story has a problem. If the child **cannot** tell you about the problem that occurs in the story, return to the book/passage with the child and locate the part of the story where the problem is disclosed.
- 2. Then say: "How is the problem in the story solved? We call this the resolution." The child will tell you about the resolution. If the child **cannot** tell you how the problem was solved in the story, return to the book/passage with the child and find the part of the story where the resolution takes place.
- 3. Then say: "Is there a word that you did not understand as you read the story?" If there was a word they **did not** understand during their reading, ask the child to locate the word. Reread it in the context of the sentence. If the child cannot provide the word meaning, define the word for the child. If the word is difficult to explain, refer to the dictionary for the definition. Developing a larger vocabulary increases comprehension.

Nonfiction

- 1. Say to the child: "Tell me one thing you knew about before reading this book/passage." Insert the topic of the text read in the blank space above.
- 2. Then say: "Tell me three new things you learned in your reading today." If the child needs support, return to the book/passage for the answer. For the child, just looking at the pictures will be a good reminder of what he/she read.
- **3.** <u>If you are reading a book</u> then say: "Good Readers check the pictures as they read. Show me your favorite picture or photograph. Why is it your favorite picture?"
- 4. Then say: "Is there something else you would like to know about ______?" Insert the name of the topic of the text read in the blank space.

Comprehension Lesson #4

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Did the story remind you of things you might do or see?" The child should be able to make some connection to the story. If not, tell the child what things the story reminds you of having done or seen.
- 2. Then say: "Which part of the story reminded you of something you might do or see. If the child did not make a connection to the story. Tell the child why the story reminds you of something you have done or seen.

Nonfiction:

- 1. Say to the child: "Today we are going to talk about important ideas or events from your reading. Look back through the text you read and find three important ideas or events and mark them with a sticky note."
- 2. Then say: "Tell me why each idea or event is important." The child will tell you the reason he/she feels the idea or event is important. If you are aware of other events or ideas that are important to the story, locate those for the child and tell them why you feel they are important.
- 3. Then say: "Which of the three ideas or events is the **most** important.

Comprehension Lesson #5

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Good readers ask questions about the story when they read. What questions do you have about one of the characters?" Allow the child time to respond. If the child does not have any questions, respond with a question you had from the reading.
- 2. Then say: "Do you think the characters are happy, sad, funny, or grumpy? What makes you think that way about the characters?" Let the child respond.
- 3. Then say: "Where do the characters live?" If the child cannot answer this question return to the book/passage and reread to find answer.
- 4. Then say: "Sometimes our questions are answered in the story and sometimes they are not."

Nonfiction:

Note: If you are reading a book at your child's independent reading level continue with the following nonfiction lesson. If you are reading comprehension passages, return to lesson one and ask your child the nonfiction questions.

- 1. Say to the child: "When you read a nonfiction text or an informational text there are often features in the text that will help you as a reader. Today we are going to locate some of the features."
- 2. Then say: "Find a picture in the story." Continue asking the child to locate the following text features as long as time will allow.

1. drawings

4. table of contents

2. photographs

5. maps

3. graphs

6. index

Note: Not every informational text at these reading levels will contain all the above text features.